



STATE OF WASHINGTON
PROFESSIONAL EDUCATOR STANDARDS BOARD
Old Capitol Building • PO Box 47236 • Olympia, WA 98504-7236 • (360)586-4465 • www.pesb.wa.gov

SUMMARY OF ENACTED LEGISLATION:
ESSSB 5695: HIGH-QUALITY ALTERNATIVE ROUTES TO TEACHER CERTIFICATION

SECTION 1: LEGISLATIVE INTENT:

- Teacher qualifications and effectiveness are the most important influences on student learning in schools.
- Preparation of individuals to become teachers must be high-quality.
- Teachers who complete high-quality alternative route programs do as well or better than teachers who complete traditional preparation programs.
- High-quality alternative route programs can provide more flexibility and expedience for individuals to transition from their current career to teaching.
- High-quality alternative route programs can help school districts alleviate teacher shortages.

SECTION 2: STATEWIDE PARTNERSHIP GRANT PROGRAM CREATED

Program created to provide new high-quality alternative routes to teacher certification. To apply for funds, a district, or consortia of districts, must partner with a state-approved higher education teacher preparation program to provide one or more of three alternative route programs. Districts may also include their ESD in the partnership.

SECTION 3 REQUIRED PROPOSAL CONTENT

1. Proposals submitted to the Professional Educator Standards Board for funds shall include the following:
 - a Which routes the partnership program will offer;
 - b The number of candidates that will be enrolled per route;
 - c Role of approved teacher preparation program in partnership;
 - d Assurance of adequate training for mentor teachers;
 - e Assurance of adequate time for mentor teacher with alternative route candidates;
 - f Description of rigorous screening process for applicants to alternative routes; and
 - g Development and use of teacher development plan for each candidate that specifies the alternative route coursework and training required, comparing candidate's prior experience and coursework with Washington's standards for residency certification.
2. Districts may apply for funds for stipends for interns during their mentored internship and stipends for the mentorship program.
3. Districts may enroll candidates in nonshortage areas, however these candidates are not eligible for state funds under this program.

SECTION 4: SELECTION CRITERIA:

In selecting proposals from school districts and/or consortia of school districts, the Professional Educator Standards Board shall consider:

1. Degree to which they are currently experiencing teacher shortages;
2. Degree to which proposal addresses required proposal content and alternative route program specifications;
3. Cost-effectiveness of program;
4. Demonstrated district and in-kind contributions to the program; and
5. Need to ensure adequate number of candidates for each type of route.

SECTION 5: ALTERNATIVE ROUTE PROGRAM SPECIFICATIONS

Paraeducator Routes:

Route 1:

Who? Paraeducators with transferable associate degrees seeking residency teacher certification with endorsements in special education or English as a second language.

How? Candidates must complete a mentored internship, complemented by flexibly scheduled training and coursework offered at a local site, such as a school or ESD or via K-20 network.

How long? Candidates will obtain bachelors' degree and residency teaching certificate in two years or less.

Entry Requirements:

1. District or building validation of qualifications, including 3 years successful student interaction and leadership as a classified instructional employee;
2. Successful passage of statewide basic skills exam, when available; and
3. Meeting age, good moral character, and personal fitness requirements required by State Board rule of all applicants to teaching (WAC 180-79A-155)

Route 2:

Who? Paraeducators with bachelors' degrees seeking residency teacher certification in subject matter shortage areas, and areas with shortages due to geographic location.

How? Candidates must complete a mentored internship, complemented by flexibly scheduled training and coursework offered at a local site, such as a school or ESD or via K-20 network.

How long? One year or less.

Entry Requirements:

1. District or building validation of qualifications, including 3 years successful student interaction and leadership as classified staff;
2. A bachelor of arts or bachelor of science degree. GPA will be considered as a factor.
3. Successful completion of the state basic skills and content tests, when available;
4. Meeting the age, good moral character, and personal fitness requirements required by State Board rule of all applicants to teaching (WAC 180-79A-155)

Mid-career Professional Route:

Route 3:

Who? Individuals with bachelor's degrees seeking residency teacher certification in subject matter shortage areas, other than special education or English as a second language, or shortages due to geographic location.

How? Cohorts of candidates shall attend an intensive summer teaching academy, followed by a full year employed by a district in a mentored internship, followed, if necessary, by a second summer teaching academy.

How long? One year or less.

Entry Requirements:

1. Five years' experience in the work force
2. A bachelor of arts or bachelor of science degree. GPA will be considered as a factor.
3. Successful completion of the state basic skills and content tests, when available;
4. Meeting the age, good moral character, and personal fitness requirements required by State Board rule of all applicants to teaching (WAC 180-79A-155)

Section 6: Conditional Scholarship Program

Available for paraeducators in Routes 1 and 2. Operates as loan forgiveness – one year of tuition forgiven for every two years of teaching as a certified teacher in a Washington public school.

Section 7: Chapter expires June 30, 2005

Section 8: Evaluation:

Washington Institute for Public Policy will submit interim evaluation by 12/1/2002 and final evaluation by 12/1/2004.